**Science/Religion Summative Assessment: Flip Grid Video Project**

Over the past several decades, the fields of science and religion have produced a rich dialogue concerning the different purposes, methods and ways of pursuing knowledge in these two areas as well as in their modes of interaction. Scholars have also addressed a range of more specific topics such as divine action, the meanings of evolution, an orderly natural world, and varied elements of human nature. In this project you or you and your partner (only pairs) will use FlipGrid to create a series of video presentations to address **three (3)** of the following questions:

*Possible questions to undertake:*

1. How are religious and scientific processes for seeking explanations similar? How are they different?
2. Why should scientists care about religion, if at all? Identify 3 scientists who were religious and their scientific contribution (talk a little about the life of each scientist).
3. How can evolutionary perspectives on religion inform the science and religion dialogue? Explain the relation between Genesis creation stories (1-2) and the Big Bang Theory (Hint: discuss literal vs. metaphorical representation).
4. Has science made belief in God obsolete? Are there any good science-based arguments for God?
5. In what ways does God reveal Godself through natural phenomena: humans, animals, the planets, the universe, cell structure and processes, etc.? What do we discover about God through scientific, natural observation?
6. What are the most important open questions, issues, or challenges confronting the relationship between science and religion, and what are the prospects for progress?

**Process: What you will do**

* Research the question’s topics, using your own or provided readings/resources.
* Write notes for your video presentation, so you’re not rambling. You might want to meet or practice with your partner if you’re working in pairs.
* Use the FlipGrid code provided in class to record your (or your and your partner’s) perspective on each of the three questions. Each video should be about 2-3 minutes in length with shared time between you and your partner if you are working in pairs. You should have a total of 3 videos, one for each question you select.
* Interview your parents or guardians and two (2) faculty members, asking them to reply to **one (1)** of the three questions you discussed. Record the interviews on FlipGrid and submit those along with your personal videos, using the appropriate code provided in class. Each interview should be 1-2 minutes.
* Watch the videos of two other persons or groups and respond in writing to the videos in OneNote (comments and questions can both be part of your written response).

**Guidelines for the Videos**

* Be sure to identify the question being discussed and the reason for selecting that question.
* Speak clearly and in full sentences; try to eliminate “um”s and “like”s as much as possible.
* Be natural, but if you want to do something creative (such as one of you being a scientist and the other a religious person as you discuss the question), feel free.

**Guidelines for the Video Responses**

* Be sure to identify the videos to which you’re responding.
* Between 75 and 100 word responses to each video are expected.
* Be specific, referring to resources or something mentioned in the video.

**In all cases, keep it appropriate, respectful, and meaningful!**

**Resources to use:**

* Class Notes from both Science and Religion classes
* Online videos (in both Science and Religion classes)
* Reading assignments (in both Science and Religion classes)
* Readings, websites, videos for additional research provided by your teachers

**RUBRIC for Science/Religion Summative Assessment: Flip Grid Video Project**

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| **Category** | **Exemplary**  **4 =** 9-10 points | **Proficient**  **3 =** 7-8 points | **Emergent**  **2 =** 5-6 points | **Not Meeting Standards**  **1 =** 0-4 points |
| **Knowledge**  **Content**  **Total points:** | **-**-Identifies question selected and why  -Uses most of the appropriate vocabulary, terms, and concepts  -Refers to lectures, notes, and other class resources to support ideas  -Identifies central issues, in detail | **-**Identifies question selected and why  -Uses some of the appropriate vocabulary, terms, and concepts  -Some references to lectures, notes, and other resources, more generally used  -Identifies central issues, generally | -Identifies question selected  -Uses few of the appropriate vocabulary, terms, and concepts  -Few references to lectures, notes, and other resources  -Does not include identification of central issues | -Does not identify question selected  -Uses almost none of none of the appropriate vocabulary, terms, and concepts  -No references to lectures, notes, and other resources  -Does not include identification of central issues |
| **Depth of Discussion**  **Total points:** | **-**Consistently specific thinking, not unsupported generality  -Consistently applies and evaluates concepts appropriate to the question  -Progresses through the discussion in an organized flow to a new level of understanding  -Demonstrates thoughtful inquiry | -Sometimes, specific thinking, not unsupported generality  -Sometimes applies and evaluates concepts appropriate to the question  -Progresses through the discussion in an organized flow  -Demonstrates mostly thoughtful inquiry | -Mostly general statements, without support with some more critical, concrete thinking  -Little application or evaluation of concepts appropriate to the question  -Discussion at times rambles and is hard to follow  -Level of inquiry is simplistic and superficial | -General statements and opinions with little to no support  -No application or evaluation of concepts; discussion is general summary  -Discussion jumps around, with little to no organization  -No inquiry or “wrestling” with question; just a restatement |
|  | **4 =** 4-5 points | **3 =** 3-4 points | **2=** 2-3 points | **1=** 0-2 points |
| **Production/**  **Technical**  **Total points:** | **-**Steady, with no to minimal shaking  -Few to no distractions  -Clear focus  -Excellent use of color, music, emojis, etc., to enhance video  -Personal videos are each 2-3 minutes  -Interview videos are each 1-2 minutes | **-**Steady, with no to minimal shaking  -Few to no distractions  -Clear focus  -Good use of color, music, emojis, etc., to enhance video  -Personal videos are each 2-3 minutes  -Interview videos are each 1-2 minutes | **-**Intermittent shaking  -Some distractions or busyness in background or gestures  -Some lapses/focus  -Satisfactory use of color, music, emojis, etc., to enhance video  -Personal videos are each 1-2 minutes  -Interview videos are 1 minute or less | **-**Frequent shaking  -Frequent distractions  -Clear focus  -No use of color, music, emojis, etc., to enhance video  -Personal videos are 1 minute or less  -Interview videos are 1 minute or less |
| **Delivery/ Presentation**  **Total points:** | **-**Speaking is clear and well-enunciated  -Uses variations in voice rhythm, tone, and volume  -Few to no grammatical errors  -Engaging, connecting with viewer | **-**Speaking is clear and enunciated  -Some variations in voice rhythm, tone, and volume  -Few to no grammatical errors  -Attempt to engage and connect/viewer | **-**Speaking is sometimes muffled  -Mostly the same vocal rhythm, tone, and volume  -Some grammatical errors, “ums,” “likes,” “yeahs”  -Not engaging | **-**Speaking is muffled, choppy  -No variations in voice rhythm, tone, and volume; flat monotones  - Frequent grammatical errors  -Not engaging |